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ABSTRACT

Designed to provide data and recommendations for the expansion of Saturday offerings in Illinois' Parkland College's (PC's) weekend program this report examines PC's current program, drawing on information from exemplary weekend programs at other institutions and on a survey of interest among PC's Saturday students. First, a student profile, based upon the characteristics of Spring 1991 Saturday students, indicates that females were more likely than males to enroll in Saturday classes, 68% of the Saturday students were 25 years of age or older, and 66% of the Saturday enrollees were pursuing a career-oriented degree. Following a brief overview of the development of weekend colleges, the report explores program characteristics at both two- and four-year institutions, including credit and non-credit offerings, and frequency and scheduling of classes. Next, weekend class offerings and enrollment at PC are reviewed. The results of the Saturday student survey are then presented. Selected findings, based on responses from 248 students (45%) in 21 classes, include the following: (1) the most often cited reasons for enrolling in Saturday classes were convenience for work or for home schedules; (2) respondents' ranking of day and time preferences were, in order of priority, Saturday morning, Monday to Thursday evenings, Saturday afternoons, and Friday evenings; and (3) students' most frequent suggestion for program improvement was to "offer a greater variety of courses." The report concludes with a discussion of recommendations concerning the variety of courses offered; scheduling strategies, staff development, and program evaluation. The questionnaire is appended. (JMC)

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Weekend Classes At Parkland College

By
Alfred Hecht

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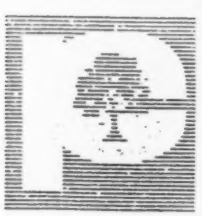


Spring 1991

PARKLAND COLLEGE
2400 WEST BRADLEY AVENUE CHAMPAIGN, ILLINOIS 61821-1899 217/351-2200

Executive Overview

To provide a basis for expanding Saturday offerings into a weekend college program at Parkland College, this report:

- Presents a profile of potential weekend students based upon the characteristics of currently enrolled Saturday students .....pp 1 and 2

- Reviews the weekend programs of Illinois Community Colleges and exemplary four-year colleges and universities.....pp 3 - 7

- Reviews the three year history of Saturday courses and enrollments at Parkland College....pp 7 and 8

- Presents the results of a survey of Saturday student preferences for expanding Saturday offerings.....pp 7 - 11

- Presents four recommendations for expanding Saturday offerings into a weekend program.....pp 13 - 14

Weekend Classes at Parkland College

"T.G.I.F. is taking on new meaning for some working adults. Whereas the saying "Thank God it's Friday" used to signal time off to relax at weeksend, for many older workers it now heralds the beginning of a weekend of learning. ...thousands of... workers, most between the ages of 25 and 50 are now attending weekend colleges in search of undergraduate degrees. (Weekend) programs provide a workable alternative for adults who are unable or unwilling to attend classes during the (week) day or evening."(11)

To serve this student population, Parkland started offering Saturday classes in Fall 1988. This report presents a profile of potential weekend students; a review of college weekend programs, Parkland's Saturday course/enrollment history, the results of a survey of Saturday student interest in expanding weekend offerings, and makes recommendations for expanding Saturday offerings.

Student Profile

A review of the demographic characteristics of the Spring 1991 students enrolled in Saturday classes permits construction of a profile of potential weekend students in relation to all Parkland students.

Sex. As shown in Figure 1., females are more likely than males to enroll in Saturday classes, and in greater proportion than the total student population.

Age. Figure 2. indicates that students of all ages enroll in Saturday classes. A total of 68% of the Saturday students are 25 years old or older, compared with 52% for all students. These ratios are similar to those for Fall, 1989 when 71% of the Saturday students were 25 years old or older, compared with 53% for all students. According to the College Board, 45% of all students enrolled in American colleges in 1988 were at least 25 years old, with the projection that this percentage will increase over the next decade.(10)

Figure 1.

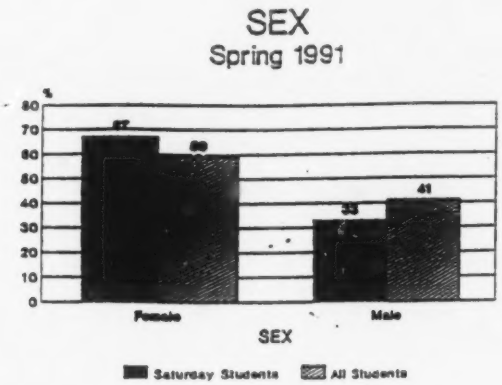
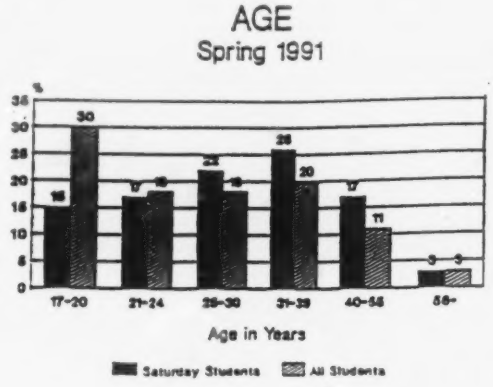


Figure 2.



Ethnicity. Students from all ethnic/racial groups enroll in Saturday classes. Although the overall ethnic/racial profile for Saturday students is like that for all Parkland students, non-black minority students are slightly more likely to enroll for Saturday classes than for classes offered at other times. (Figure 3.)

Degree Goal. Students with all major degree goals enroll in Saturday classes, with the largest proportion pursing a career program goal. As shown in Figure 4., Students with career or General Studies degree goals are more likely to enroll in Saturday classes than in classes offered at other times and students with transfer degree goals are less likely to enroll in these classes.

Figure 3.

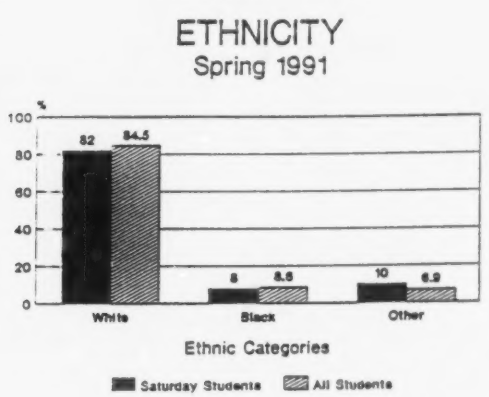
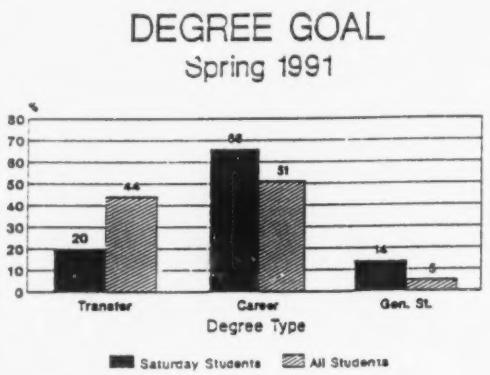


Figure 4.



Student Profile. A summary of these demographic characteristics suggests that a "typical" potential weekend student is: female, at least 25 years old, white, and enrolled in a career or career preparation program. This profile is very much like the College Board projections cited earlier, (10) It is consistent with the student profile reported for Lane Community College (6) and that reported for Indiana University-Purdue University at Indianapolis (4). It contrasts with the 1977 profile at Harper College in which weekend students were largely male and transfer-oriented. (3)

College Weekend Programs

According to James East, Dean of the weekend college at Indiana University-Purdue University at Indianapolis, Miami-Dade Community College is credited with being the first college to offer a weekend degree program that was started in 1965. In his national survey of weekend programs, East located 225 weekend programs at both two and four-year institutions. About 55 of the programs were established in 1985 or 1986." (4)

East found considerable variety in college weekend programs. For example, course offerings varied from complete degree programs, mostly in metropolitan areas, to a few credit courses designed to increase student access. A few colleges limit their weekend offerings to non-credit offerings for career updates or personal enrichment. Most colleges schedule weekend courses for the same number of contact hours as during the week (to maintain course integrity and eligibility for state funding support). A few colleges, mostly private, abbreviate class contact hours to as much as half the usual number by requiring extensive out-of-class assignments between weekend class sessions.(4,p 12)

Serving working adults in metropolitan Detroit, MI, Wayne State University's internationally known University Studies/Weekend College Program uses a combination of intensive week night and weekend class sessions to offer instruction in a variety of learning modes. To enable students to complete a Bachelor of General Studies or a Bachelor of Technical and General Studies degree, interdisciplinary courses in the social sciences, humanities, science and technology, and foundations of knowledge are offered in weekly morning or evening workshops, semester length telecourses, group and individual directed study courses, and intensive weekend conference courses.

Weekend conference courses are offered on intensive two- to four-non-consecutive weekends per semester for two-four credit hours. A three credit hour course, for example, would meet from 9am to 5pm on three non-consecutive Saturdays and Sundays for a total of 45 contact hours. This format allows for a variety of teaching strategies during a weekend and for written assignments between sessions. (4, p 18)

A UNESCO evaluation of the Wayne State University program found that it is distinguished from other adult/weekend programs by a combination of three basic features: a complete inter-disciplinary program leading to a bachelor's degree; the employment of full-time faculty and adviser/recruiters; and the recruitment of students with little previous access to or interest in higher education.(2)

The Wayne State University program has served as a model for programs at other colleges such as Longview Community College in metropolitan Kansas City, MO. The Program for Adult College Education(PACE) at Longview is an Associate in Arts degree program designed for working adults. It features a three part delivery system that allows adults to enroll in 12 credit hours per semester and complete their degree in five semesters.

Each semester students enroll in a weeknight course, a telecourse with a one-hour weeknight discussion or two-hour science lab, and a weekend conference course that meets monthly on Saturday from 8:30am-5pm and Sunday from 9am-4:30 pm. The courses in this program are scheduled in discipline blocks to facilitate integration of learning.

To update East's national survey, a review was conducted of the weekend programs of several Illinois Community colleges and the programs of selected senior institutions that use a variety of strategies in scheduling their weekend programs.(Table 1)

Illinois Community Colleges. All Illinois Community Colleges studied offer both transfer and career courses, and some offer non-credit courses or workshops. Although College of Du Page offers all of the general education courses required for an associate degree, only Illinois Central offers all courses required for several, mostly business related, Associate Degrees and certificates.

Variations in the days and times that weekend courses are offered in Illinois Community Colleges can be explained largely by geographic location. Colleges in metropolitan Chicago typically offer weekend courses on Friday nights, Saturday, and Sunday, while downstate colleges typically limit their weekend classes to Saturday. Those colleges that offer classes on more than one day of the weekend offer some classes that meet on Saturday only and other classes that meet on Friday night and Saturday or Saturday and Sunday.

Most Illinois Community College weekend classes meet every weekend, except for holidays, with the number of weekends determined by the credit hour value of the course and the number of contact hours per meeting.

Four-Year Colleges. In contrast to the Illinois Community Colleges, all of the four-year colleges studied schedule their weekend courses to enable students to complete degree or certificate programs. Although the number of institutions studied is small, these institutions use more complex and diverse weekend course scheduling strategies than do most Illinois Community Colleges. For example, although almost all of these institutions schedule weekend classes on Friday night, Saturday and Sunday, the number of class meetings per weekend varies from one to three, even within a single institution.

Most senior institutions studied schedule their weekend courses on non-consecutive weekends with the number of weekends per term determined in the same manner as the community colleges. The Wayne State University program offers some classes every weekend

Table 1.

Characteristics of Weekend College Programs

Institutions	Course Type: Credit Bacc	Credit Occ	Non-Credit	Class Schedule: Days & Times Friday	Saturday	Sunday	# Class Meetings /Weekend	#Weekends Per term	Calendar: Every Wkend	Alt. Wkend
Community Coll:										
Coll of DuPage	Y	Y	Y	7-10p	8a-6p	1-6p	1 or 2	1,6,12	Y	
Coll of Lake Cty	Y	Y	Y	7-10p	7a-5p	9a-5p	1 or 2	1,2,4,5, 6,8,15, 16	Y	
IL Central Coll	Y	Y	Y	5-9p	8a-4p	1-4p	1 or 2	16	Y	
Lake Land Coll		Y			8a-3p		1	15	Y	
Lincoln Land	Y	Y	Y		8a-1p		1	15	Y	
McHenry Cty Coll	Y	Y		5-9p	8a-5p		1 or 2	6,8,16	Y	
Oakton Com Coll	Y	Y		6-11p	8a-4p	9a-4p	1	4,5,8,16	Y	Y
Rock Valley Coll	Y	Y	Y		8a-1p		1	5,16	Y	
Triton Coll	Y	Y		6-10p	9a-5p	1-5p	1 or 2	7,15,16	Y	
Parkland	**Y**	**Y**			**8a-1p**		**1**	**12**	**Y**	
4-Yr Colleges:										
Baldwin-Wallace(OH)	Y				8a-5p	8a-5p	2	6		Y
E.I. Un.	Y			6-10p	8a-6p		1 or 2	1,6,12	Y	
Findlay (OH)	Y			6-10p	8a-6p	8a-3P	2	6		Y
Hiram (OH)	Y			6-11p	8a-9p	8a-1p	2	6		Y
Ind.U-Purdue U @Indianapolis	Y	Y		6-9p	8a-6p	8a-6p	1 or 2	1,16	Y	
Marymount(CA)	Y				8a-7p	8a-6p	1 or 3	1,6		Y
Mt.St.Joseph(OH)	Y			7-11p	8a-5p	8a-5p	1	5		Y
Otterbein (OH)	Y			6-11p	8a-6p		2	6		Y
U.La Verne(CA)	Y			7-10p	8a4p		2	1,5		Y
Wayne State U.(MI)	Y		Y	6-10p	9a-5p	9a-5p	1 or 2	8,13	Y	Y
Woodbury U.(CA)	Y				8a-6p	8a-5p	3	5		Y

Sources: Class schedules, Weekend College brochures, (5)

and others on non-consecutive weekends and Indiana University-Purdue University at Indianapolis offers classes every weekend.

Although most institutions schedule a single class meeting per week for their weekend programs, several institutions schedule multiple class meetings per weekend. The weekend class scheduling strategies of senior institutions that have multiple meetings of a class can be illustrated by the schedules of Otterbein College,OH and Marymount College,CA. At Otterbein,(5) the Friday-Saturday weekend is divided into three time blocks:

Block I: Friday night, early (e.g. 6-8pm) and Saturday,late morning(e.g. 10am to noon)
Block II: Friday night, late (e.g. 8-10pm) and Saturday, early afternoon (e.g. noon-2pm)
Block III: Saturday, early morning(e.g. 8-10am) and Saturday, late afternoon (e.g.2-4pm)

This scheduling strategy enables a student to enroll in one course in each time block. The example cited is equivalent to scheduling four contact hour courses for two meetings per week, except that the time between meetings is shorter than during the week. By starting classes 30 minutes later or ending classes about 30 minutes later, courses requiring three or five contact hours per week can be accommodated using this scheduling strategy.

At Marymount, the Saturday-Sunday weekend is divided into three time blocks:

Block I: Saturday 8-10am,12:45-2:45pm and 4:30-6:30pm
Block II: Saturday 10:15-noon; Sunday 10:45-12:30 and 3:45 - 6:15pm
Block III: Saturday 3-4:15pm;Sunday 8-10:30am and 1:15-3:30pm

This scheduling strategy enables a student to enroll in one course in each time block, with each class meeting three times in a weekend. In senior colleges using this scheduling strategy, further adjustments are made to accommodate laboratory classes and field trips.

Use of these multiple meeting scheduling strategies allows students who take three courses per weekend greater variety in subject presentations than single class meetings for each class. Additional advantages to students taking only one or two multiple meeting classes include: opportunities between class meetings for using the library or computer labs, meetings with fellow students, individual or group conferences with the instructor or otherwise preparing for the next class meeting.

In contrast, students enrolled for, or instructors teaching one course,(e,g, Otterbein, Block III or Marymount, Block I) must devote a whole day, or part of two days, to that course. Although some students and faculty may find this acceptable, others may not

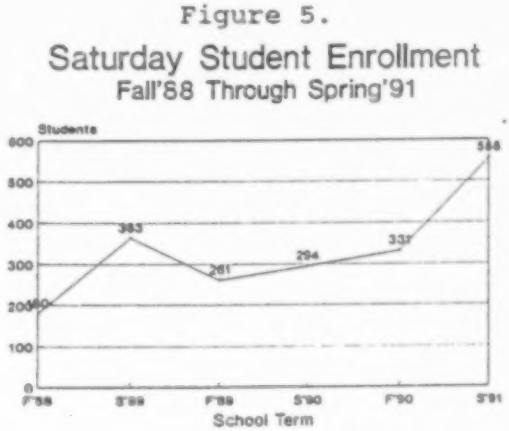
accept this scheduling strategy. In addition, multiple sessions per weekend do not allow the time for local field trips that is built in to the single session per weekend scheduling strategy.

Saturday Classes at Parkland

A comparison of Parkland's weekend program characteristics with the other colleges shown in Table 1 reflects the youth of the Parkland program.

The success to date of Parkland's Saturday classes is reflected in a tripling of student enrollment from 180 in Fall 1988 to 555 in Spring 1991. (Figure 5.) Over this six semester period, the number of successful class sections increased from nine to 23 and the average class size increased from 20 to 24.

Figure 5.



Early experimentation with course offerings has been replaced with a fairly consistent pattern of successful courses from earlier terms. Although both transfer and career courses are included in the Saturday schedule, the schedule does not yet enable students to complete general education requirements or to complete many career courses common to several career programs. Parkland has yet to include a non-credit course or workshop in the Saturday schedule. (Table 2).

Student Survey

To identify reasons for current student enrollment in Saturday classes, their preferences for an expanded weekend class schedule, and their suggestions for improving offerings, a questionnaire was adapted from those used by several other colleges. (1, 6, 7, 8). A sample questionnaire is included as the Appendix of this report. The questionnaire and computer readable answer sheets were distributed and collected by Saturday instructors near the end of the term. A total of 248 students (45%) in 21 classes (91 %) of Saturday students, returned coded answer sheets. This response rate was similar to that obtained in a similar survey at Harper College(3).

Table 2.
Saturday Course/Enrollment History

Course	F'88	S'89	F'89	S'90	F'90	S'91
ACC 101 Accounting Prin.I.		27	24	21	31	32
ACC 102 Accounting Prin II.			14	14	15	22
ACC 203 Cost Accounting I.				W	W	
ART 251 Photography II		W				
BIO 104 Environ. Biology		18	8	14	W	
BGM 111 Concrete & Masonry	20		10		14	
BUS 101 Intro to Business						21
CIT 115 Const. Layout Framing	W	16		16	W	21
COM 117 Editing		15		8	W	17
COM 215 Comm. Printing Prod.		14		12	9	19
CSC 102 Intro to PASCAL		18	18	17	11	24
DAP 114 Intro to M.computers	20	15	16	18	29(2)	38(2)
DAP 134 Spreadsheet/Graphics				17	16	19
DAP 137 DOS for M.computer		18	14	14	16	21
DAP 297 Coop Ed. DPR Seminar					W	
DRT 114 AUTOCAD		14	16	13	15	14
ECO 101 Prin. of Economics I	W					
ELT 150 Intro to Electronics		12	W			
ELT 171 Bas. Electronic Circ.				W	W	
ENG 099 Writ. Skils Rev. III.	20	W	W	W	W	
ENG 101 Composition I	20	16	17	17	22	23
ENG 102 Composition II	20	19	20	18	16	31
ENG 250 Technical Commun.		19			W	
GEO 289 Topics in Geog.	W					
HHA 110 Homemaker Health Aide	W					
HUM 140 Intro to Folklore	W					
MAT 101 Survey of Math.			W			
MAT 110 Business Mathematics	20	14	6	14	18	36
MAT 151 Math for Health Prof.	20	28	26	28	26	44
MGT 111 Prin. of Management		20		W	W	
MKT 111 Intro to Marketing			11			
MUS 146 Jazz Ensemble						W
MUS 164 Class Guitar	W					
OFC 158 Wrd. Processing Equip.		14	16	12	W	
OFC 191 M.computer Word.Pr.						38(2)
OFC 195 Intro to Desk Top Pub.				11	16	
OFC 255 Desktop Publ. Adv.						13
PSY 101 Intro to Psychology	20	26	14	W	25	34
SOC 101 Intro to Sociology	W		13	14	32	44
SOC 102 Social Problems	W					
SPE 101 Intro to Speech	20	10	9	10	20	25
THE 105 Technical Theatre			W	6	W	
TRA 211 Comp. Reservations			9			19
Student Totals	**180**	**363**	**261**	**294**	**331**	**555**
Section Totals	**9**	**19**	**18**	**20**	**18**	**23**
Average Section	**20**	**19**	**15**	**15**	**18**	**24**

Results of the objective items were tabulated separately for the transfer and career courses and collapsed into a composite because the response distributions were nearly identical for both groups. Results are presented by survey objective.

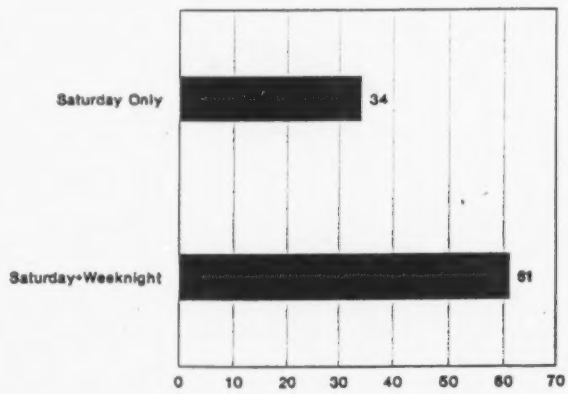
Reasons for Taking a Saturday Class. Student reasons for taking a Saturday class were ranked on the basis of the percentage of students indicating that the reason was of much or critical importance. As shown in Table 3, convenience for work or home schedule were the most important reasons for taking a Saturday class. A relatively small number of students enrolled in a Saturday section of a class because all non-Saturday sections were full when they registered.

Table 3.
Student Reasons for Taking a Saturday Class

Rank	% Importance	Reason
1	75	Convenient time for my work schedule
2	64	Convenient time for my home schedule
3	40	Child care more available on Sat.
4	21	All non-Saturday sections full
5	17	I prefer Saturday to nights

Importance of Weekend Degree Completion. Recognizing from the student profile and from the findings of other colleges (3,4) that most Saturday students are degree goal oriented, the questionnaire asked students how important it was for them to be able to complete their degree goal by taking Saturday classes only or by taking a combination of evening and Saturday classes. Figure 6 shows the percentage of students who marked these choices as of much or critcal importance to them.

Figure 6.
Importance of Weekend Degree Completion



Realistically, only about one-third of the students considered it important to complete their degree goal on Saturday only, while about two-thirds considered it important to complete their degree goal by taking a combination of evening and Saturday classes.

Preferences for Days & Times. Student preferences for class meeting days and times were ranked by weighting the"YES, preferable" response twice the "Possible but not preferable" response and averaging these responses for a rating of each schedule option. Ranking these ratings, Table 4 indicates that these students most prefer Saturday mornings, Monday-Thursday evenings, Saturday afternoons, and Friday night, in that order. Consistent with their Harper College counterparts(3), Parkland Saturday students rejected Sunday as a schedule choice, ranking Sunday equal to or below weekdays. Although Parkland student rejection of Sunday classes was consistent with students at the University of Wisconsin at Waukesha(8), Parkland students were more receptive to other weekend schedule alternatives.

Table 4.
Student Preferences for Days & Times

Rank	Rating	Days & Times
1	177	Saturday 8am-Noon
2	154	M-Thr Nights 6-10pm
3	121	Saturday 1-4pm
4	99	Friday Night 6-10pm
5	82	Weekdays 4-6pm
6.5	76	Sunday 1-4:30pm
6.5	76	Weekdays 8am-4pm
8	61	Sunday 8am-Noon

Suggestions for Improving Saturday Classes. Student open-ended suggestions for improving Saturday classes were ranked by frequency of mention within topics and are presented in Table 5. Saturday student suggestions much more frequently addressed class scheduling than student support services. Like their University of Wisconsin at Waukesha counterparts, Parkland students most frequent suggestion for improving Saturday classes was to increase the variety of courses offered, followed by making it possible to take more than one class per weekend (by offering Saturday afternoon classes). Some indirect support was expressed for multiple meetings of weekend classes when students offered various suggestions for breaking up lengthy class sessions.

In the area of support services, a few students suggested making the college food service available (or providing free coffee), and two students each suggested extending library hours, computer lab hours and bookstore hours (at start and end of term).

Table 5

Student Suggestions for Improving Saturday Classes

Scheduling:

#	Suggestion
17	Offer a greater variety of classes
6	Arrange classes to make it possible to take more than one class per weekend (by offering courses later on Saturday)
4	Have classes go the full semester to reduce the contact hours per session
1	Extend contact hours per session to shorten the semester
1	Start Saturday classes at 9am
1	Schedule a 30 minute break in the middle of a four hour class
1	Schedule Saturday classes in conjunction with a night class
1	Offer Saturday classes during the Summer
1	Offer non-credit classes on Saturday(art, golf, dog obedience, photography, planetarium, local architecture)

Support Services:

3	Open food service on Saturdays, before classes, during breaks and for lunch between morning and afternoon classes
2	Open library earlier and close later on Saturdays
2	Open the computer lab on Saturdays
2	Open the bookstore on Saturdays at start and end of term

Other Suggestions:

1	Offer classes via computer/video TV, with students sending assignments and interacting with instructors over a computer network. If lab sessions are required, arrange for students to do them in an open lab on weekends
1	Encourage formation of study groups for students living in the same areas, or share phone numbers so that students can keep in touch with each other between class sessions
1	Assign faculty who vary their teaching methods over long class sessions

Recommendations

1. Incrementally increase the variety of courses offered. Most of the Saturday students are degree oriented, with a majority pursuing career program degrees. These students would be served best by a weekend class schedule that enabled them to complete their general education requirements, take career courses common to several programs, and take one or more courses specific to their program (if the program has a large enrollment).

Given support of degree requirements as a goal for weekend offerings, the following suggestions are offered for an incremental increase in offerings by course category.

Humanities. All Parkland associate degrees require one or more Humanities electives, often in two or three areas. Since no Humanities electives have been successfully offered on Saturday, priority should be given to the early addition of multi-section Humanities courses such as HUM 101 and 102, and PHI 100 or 102. Moving an evening section of these courses to Saturday could be a start. A section of LAS 189 would enable students pursuing an AA degree to meet this general education requirement. Next, elective courses with particular appeal to adults should be considered, e.g., HUM 103-105, LIT 204, MUS 121 and 123, RELigion courses, SPE 120 and THE 102. Finally, the feasibility of offering ART 165, using local/regional museums and architecture should be investigated.

Social Sciences. All Parkland associate degrees require one or more Social Science electives, often in two or three areas. To supplement the PSY 101 and SOC 101 courses in the Saturday schedule, consideration should be given to adding courses such as ANT 101 and/or 105, HIS 123, PSY 207 and SOC 200, perhaps replacing evening sections of these courses in initial trials.

Mathematics. Although the Saturday schedule has continuously included math courses that meet the requirements of two large career program families, no math courses have been offered that meet transfer program requirements. Consequently, consideration should be given to adding courses such as MAT 108, 124, and 125.

Science. Although BIO 104 has been successfully offered for three of the six terms that Saturday classes have been offered, the general education requirements for transfer degrees require at least one two-course sequence of lab science courses. Early consideration should be given to including an ESC 101 and 102 sequence in the Saturday schedule, perhaps initially in place of an evening section. Later, the feasibility of scheduling AST 101 and 102 and BIO 101 and 102 should be investigated.

Career. In addition to the Humanities and Social Science electives named previously, the following career courses, each common to several career programs, should be considered: BUS 155 and 245, CHR 111, MGT 113, PSY 110, and SPE 205. The following program specific career courses should be considered also: ACC 119 and 275, BIO 123, CIT 135 and 217, DAP 117, and PSY 209. In each of these courses, a Saturday section initially could replace an evening section. In addition, the feasibility of offering a section of NAS 111 should be investigated.

With input from students enrolled in evening sections, a plan should be developed for the incremental addition of the courses recommended above. Special care should be given to the rate at which courses common to several career programs are added in relation to the addition of humanities and social science electives. Making too many options available at the same time could spread students from a given program too thinly over the courses resulting in class cancellations. Obviously, scheduling some additional classes in each term would reduce potential conflicting choices as would selecting a scheduling plan that would enable students to take more than one course on a weekend. Publish and publicize a two or three-year sequence of courses to be offered on weekends to assist students in planning their schedules.

Non-credit. Identify popular non-credit courses and workshops and incrementally add some of them to the weekend class schedule.

2. Select a scheduling strategy that enables students to take more than one course on a weekend. Selecting a scheduling strategy that reflects the instructional delivery strategy for a course appears to be a general principle underlying weekend class scheduling.

Taking into account Parkland's Saturday class history, the variety of scheduling strategies available, and the preferences expressed by Parkland Saturday students, expand the Saturday class schedule strategy into a weekend strategy using this sequence:

1. Add classes that meet on Saturday afternoon only.
2. Add more classes with labs/field trips that meet on Saturday morning and Saturday afternoon.
3. With input from evening and Saturday students, add classes that meet a combination of a weeknight or Friday night and Saturday morning or afternoon.
4. When the above strategies are established, after reviewing the implementation strategies of other colleges, and with input from weekend students, experiment with:
   a. Scheduling classes with multiple meetings on a combination of Friday night and Saturday(e.g.5)

b. Scheduling one or more field trip oriented courses that meet from 9am to 5pm Saturday and Sunday, on non-consecutive weekends in a term (e.g.4 and Longview Community College).

c. Integrating telecourses into a evening-weekend degree program for working adults (e.g. Longview Community College). Taking this step will probably require a block scheduling approach that moves waves of students through a degree program in cohorts.

3. Schedule appropriate staff development activities for staff who will be involved in expanding weekend offerings. The nature of the staff development activities should be related to the staff member's role. For example, program administrators could attend the workshop on "Weekend Program Administration" that will be offered by Indiana University-Purdue University at Indianapolis in November. (Information will be forwarded to Parkland when ready). Program administrators and appropriate Department Chairs should review the weekend class schedules and leaflets describing the weekend programs of the community colleges and universities included in this study. Selected faculty should review the portions of the weekend schedules of these colleges and universities that include their disciplines and contact colleagues or visit sample weekend college classes in their discipline. Faculty may want to read professional articles on weekend offerings in their discipline.(e.g. 9)

4. Regularly monitor and periodically evaluate the weekend program as it unfolds. Although many colleges describe their plans for developing a weekend program, few colleges describe evaluations of their weekend programs. Colleges that have evaluated their weekend programs have obtained helpful information for program improvement and provide useful approaches which Parkland can adapt.(e.g. 7) Extending Table 2 of this report for each term will provide a regular monitoring of the implementation of the weekend program expansion plan. Including the weekend program in the formal five-year program review cycle will insure periodic long-term evaluation.

PARKLAND COLLEGE
2400 WEST BRADLEY AVENUE CHAMPAIGN, ILLINOIS 61821-1899 217/351-2200

Survey of Saturday Students

We want to tailor our offerings to meet the needs of students like you. We also want to learn about why you decided to take a Saturday class so that we may reach others in the community who might benefit from such classes.

Please answer the following questions by marking your answers in the proper spaces on the separate answer sheet. Please use a #2 pencil. You do not need to enter your name or social security number.

Reasons for Saturday Enrollment

Directions: Rate the importance for you of each of the five reasons given for enrolling in a Saturday class. Use this key.

A = of little importance
B = of some importance
C = of much importance
D = of critical importance

1. A convenient time for my work schedule.
2. A convenient time for my personal schedule.
3. All non-Saturday sections of my class were full.
4. I prefer Saturday to nights.
5. Child care is more available on Saturday.

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6. How important is it for you to be able to complete an Associate Degree or Certificate by taking Saturday classes only?

   a. of litle importance
   b. of some importance
   c. of much importance
   d. of critical importance

7. How important is it for you to complete a degree or certificate by taking a combination of evening and Saturday classes only?

   a. of little importance
   b. of some importance
   c. of much importance
   d. of critical importance

Schedule Preferences

Directions: Rate your preference for schedule choices 8-14. Use this key:

A = NO, impossible
B = Possible but not preferable
C = YES, preferable

8. Weekdays between 8am & 4pm
9. Weekdays between 4-6pm
10. M-Thr evenings 6-10pm
11. Friday night 6-10pm
12. Saturday 8am-noon
13. Saturday 1-4pm
14. Sunday 8am-noon
15. Sunday 1-4:30pm

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16. On the back of this page please suggest any ways that we can improve Saturday classes.

Please give your marked answer sheet and questionnaire to your instructor.
Thank you for completing this questionnaire.

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